

# Joyce Vakharia Nursery School

Spiritualist Church, York Road, Maidenhead, Berkshire, SL6 1SF

<b>Inspection date</b>	13/10/2014
Previous inspection date	24/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- The quality of teaching is good and delivered by staff who are committed to supporting all children to make good progress in all areas of their learning and development. As a result, children are well motivated to learn.
- The successful partnerships with parents and other professionals ensure all children get the support they need.
- There is a friendly, welcoming environment where children can easily access the well-organised resources. This increases children's sense of well-being and self-esteem.

### It is not yet outstanding because

- Staff miss opportunities to further extend children's independence skills at snack times by encouraging them to self-service and prepare their own food.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed the children as they play indoors.
- The inspector discussed nursery practice with the manager.
- The inspector took into account the views of parents spoken to on that day.
- The inspector sampled documentation, including the nursery's self-evaluation, their policies and procedures and children's developmental records.
- The inspector carried out a joint observation with the supervisor.

## Inspector

Ann Gudde

## Full report

### Information about the setting

Joyce Vakharia Nursery School is privately owned and registered in 1973. It operates from a hall in the Spiritualist Church in Maidenhead, Berkshire. The nursery is open each weekday from 9.15am to 12.15pm during term-time only. The nursery is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently six children from two to five years on roll. The nursery is in receipt of funding for free early education to children aged three and four year olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. All of the three staff hold an appropriate early years qualification at level 3.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- enhance further children's independence skills, for example, by enabling them to make and prepare their own snacks.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff are caring and children are confident and happy within the nursery. Parents provide staff with information about their children's initial strengths and abilities on entry using a 'New starter question sheet'. The key persons use this information, together with their ongoing observations of children to help plan for each child's continued progression. This enables staff to plan children's current interests into their learning. Staff encourage parents to continue to be part of the children's learning by inviting them in to take part in story reading in their own languages or celebrating festivals. Key persons know and support their children well. They accurately record their development, enabling them to help children make effective progress in all seven areas of learning. This means that children are able to gain the skills, abilities and attitudes that prepare them well for the next stage in their learning and school.

Staff complete the required progress check for two-year-old children, incorporating information from the parents. This includes details of children's strengths and areas to target for further development. This means that staff are able to identify any areas that would benefit from early intervention and support children's ongoing development.

Staff seek specialist help to support children with additional needs effectively. For example, they liaise with workers from a local intervention support group for young autistic children. Children who are learning English as an additional language receive good

support. For example, staff obtains key words in children's home languages, have some books representing languages known to children and display pictures around the room of play equipment with the other languages written on at children's height. Staff have created a photo book of resources to enable children to choose an item without needing verbal language. This gathering of children's home languages by staff help promotes the value of language diversity at the nursery and allows children the opportunity to develop their own home language. Currently, two members of staff have recognised qualifications in British Sign Language, they use this daily, for example, to greet children, talk about colours, day of the week and animals. This supports communication for children with language delay and those with English as an additional language.

Staff provide a good range of challenging activities and play areas to expand the children's abilities to help them become ready for school. As a result, children actively explore their environment and enjoy playing with the small-world toys during imaginative play. Staff play alongside the children, encouraging sharing and conversation to develop their personal, social and emotional development. Staff model good language and stimulating conversation to improve the children's language and mathematical skills. They praise children well, boosting their self-confidence. Staff play numerical games encouraging accurate counting of the dots on a dice, then accurate counting of discs to be place on columns. They encourage the children to recognise numbers on a wall display and encourage children to count using cones, expanding their mathematical thinking.

Staff arrange an enticing book corner displaying a good range of books, including fact, fiction and other languages. These are at a low level to enable the children to select them easily. The area is cosy, with cushions for the children to sit and read or have stories read to them. Consequently, the staff promote children's literacy and reading skills well, in readiness for their move to school.

Staff encourage children to develop their creative skills in the art area, by freely selecting materials to use and one child happily created his own robot. Staff help children to use the glue stick correctly so they develop fine-muscle skills. They encourage children to create large paintings or collages related to their planning for the week, which helps to develop their physical skills. Staff had helped the children to create large paintings depicting aspects in familiar stories and arranged a mark-marking area with a variety of pens, crayons and shapes. This area attracts children there to improve their pencil skills and provides engaging challenging activities. Staff value the children's work, which they display on the walls.

Staff invite teachers from local schools to visit and see the children at play within the nursery. The children meet their teachers, which helps prepare them for their next move to school. The key person provides the school with information on the children's learning and development across the seven areas of learning to promote continuity of their development.

**The contribution of the early years provision to the well-being of children**

The nursery has a well-established key-person system, helping children to form secure attachments, which promotes their well-being and independence. Staff provide a welcoming environment for children and greet both children and parents warmly on arrival. Before a child starts, the nursery staff invite parents and their child for a visit. These visits successfully support children's emotional well-being as they start nursery life.

There is a behaviour management policy in place which is embedded in practice. For example, staff help children to take turns and share, as a result, children show care and concern for each other. Overall, children are well behaved. The nursery is well resourced with stimulating equipment. Staff enable children to have equal opportunity to access a wide variety of resources, which promotes learning in all areas to help them prepare for their move to school. The majority of resources are at their level and labelled. Staff promote a caring nursery environment where children can relax. Children readily turn to staff for support, showing they feel safe and secure in their care. Staff teach children how to keep themselves safe, for example, as they partake regularly in the nursery's fire drill practise.

The staff make good use of the local area by visiting the river during nature rambles and regularly attending the local library. This provides a valuable opportunity for the children to develop social skills and be a part of their local community.

On the day of the inspection, there was inclement weather, so the outdoor area was not safe to use. In better conditions the area is used regularly, encouraging physical play on slides and cars, picnics, art, stories and general play to include all areas of the Early Years Foundation Stage. Despite the change of weather, the staff arranged a vigorous music and dance session inside, which the children clearly enjoyed by joining in with enthusiasm and rhythm, helping to develop their coordination and muscles.

Parents share information about their child's specific dietary requirements to help the staff meet their children's needs appropriately. Staff ensure that children follow routine hygiene practices as they wash their hands before snack. Staff provide the children with a healthy snack of cheese, fruit and bread sticks and staff chat with the children about healthy foods, which promotes their understanding of a healthy lifestyle. However, staff do not always support children's independent learning and self-help skills, for example, by enabling children to make and prepare their own snacks.

### **The effectiveness of the leadership and management of the early years provision**

The staff fully understand their responsibilities in meeting the learning and development, and safeguarding and welfare requirements. Staff are confident with the procedures to follow with any safeguarding concerns and all staff access safeguarding and first-aid training to support them in their protection of children. Robust recruitment procedures ensure all staff are vetted and suitable to work with children. Staff carry out daily safety checks to enable children to play safely. Staff keep the premises secure and risk assessments are in place for outings on which staff take children. This enables the

children to have safe visits while enhancing their understanding of the world.

Staff plan a wide range of activities and complete written observations, which they use to identify children's next steps. Management effectively oversees the monitoring of children's development. As a result, they ensure staff plan activities and experiences that help children make effective progress in all seven areas of learning. Therefore, children are confident, enthusiastic and well-motivated, which helps them to gain the skills, abilities and attitudes that prepare them well for the next stage in their learning.

Staff performance is monitored through ongoing supervision and appraisal meetings and their ongoing professional development is supported to drive improvement. The management team of the nursery is committed to improving and developing the provision so they can provide the best possible care and education for the children.

Management carry out self-evaluation in order to review and develop each area of the nursery to improve outcomes for children. Following their last inspection, they have made significant improvement and all previous actions have now been met.

The nursery has strong relationships with parents. Children benefit significantly from these positive partnerships, which promote a joined-up approach to meeting their needs. Parents are very happy with the provision for their children. They confirm that their children are really happy there and they have made huge progress since starting.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	108390
<b>Local authority</b>	Windsor & Maidenhead
<b>Inspection number</b>	813340
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	6
<b>Name of provider</b>	Mary Lee
<b>Date of previous inspection</b>	24/11/2011
<b>Telephone number</b>	01628 632834

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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